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ABSTRACT

This handbook is designed to stimulate thought about guidance programs, and to assist Colorado counselors, teachers and administrators in fulfilling their guidance responsibilities to the public. A brief history and the philosophical bases of guidance and counseling are presented, as well as a description of professional counselor organizations and significant trends and issues. The elements of school guidance and counseling programs at the elementary, middle, and senior high school levels are outlined, with particular focus upon goals and objectives at each level. Considerable emphasis is placed upon program development, including such activities as counselor involvement in career and life planning, peer counseling programs, counselor as consultant, and guidance paraprofessional. Program evaluation is stressed, and possible methodology included. This handbook can serve as a reference and guideline for counselors, other school personnel, and community people as they work together to meet student needs. (KA)

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Colorado Guidance and Counseling Handbook for School Counselors

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cde

Colorado Department of Education
Calvin M. Frazier, Commissioner

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Letter from the Commissioner

COLORADO DEPARTMENT OF EDUCATION
State Office Building, 201 E. Colfax
Denver, Colorado 80203
Telephone (303) 839-2212

Calvin M. Frazier, Commissioner

Dear Colleagues,

The development of a handbook for Colorado counselors has had my support and encouragement, for it can serve as a guideline and reference for counselors, other school personnel and community people as they work together to meet student needs. As student needs shift and change, the responding capabilities of educational systems must be geared toward meeting those changes and toward providing positive educational leadership.

Counselors possess the skills for assessing local school/community needs and for helping to determine program priorities. Programs built on developmental education allow the focus to be on all areas of human development, from the acquisition of basic skills to the developing of special aptitudes, attitudes of respect for others, and habits conducive to good physical and mental health. Used as intended, this approach can provide some specific resources for helping counselors as they learn how "to give their skills away."

As counselors take a stronger role in helping to determine the educational climate of a school and in meeting program goals, the need for continuous leadership and coordination at the state level is apparent. Beginning this summer the services of a permanent consultant for Guidance and Counseling will be utilized to develop and implement a State Plan for Guidance and Counseling in Colorado along with continuing and expanding existing services. The handbook is an appropriate basis for determining some strategies for counselor action.

Sincerely,

Calvin M. Frazier

Calvin M. Frazier
Commissioner of Education

Guidance Advisory Council Members

The Colorado Guidance Advisory Council was established in April, 1975, as advisory to Commissioner Calvin M. Frazier and the State Board of Education on guidance related matters. The council members, appointed to represent a wide range of professional and lay organizations, provide invaluable support to the goals of guidance and counseling in Colorado. Agencies and their representatives, 1975 to the present:

Colorado Labor Council:
Ray Krucas

Colorado Personnel and Guidance Association:
Jean Kyle, Leahbeth Barnard

Colorado School Counselors Association:
George Hart

Colorado Association of Secondary School Principals:
Dave Hartenbach

Colorado Association for Counselor Education and Supervision:
Darold Bobier, Evie G. Dennis

Colorado State Legislature:
Bill Hilsmeier

Colorado Congress of Parents and Teachers:
Burnett Severson, James H. Daniels

Colorado County Agents Association:
Murrel Stephen

Colorado Association of School Boards:
Deborah Pool

Colorado League of Women Voters:
Isabel Boyle, Shirley Melnick

Colorado Vocational Association,
Guidance Division:
Robert Stokes

Colorado College Personnel Association:
Ron Steinke, Patricia Lebon

Colorado Association of School Executives,
Division of General Administration:
Charles L. Bostrom, George DiTirro, Walter L.
Armistead

Colorado Counselor Educators:
Sarah Shaw

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Klepeis

Colorado Student Council Association:
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Tom Decino, Scott Margason, Terry Willner,
Jeff Perzan

Colorado Education Association:
Marilyn Jensen

Colorado Teacher of the Year:
Michael Sipes, Ted Tsumura, Sally Northway

Colorado Guidance Liaison Committee
Chairpersons:
Joe Lasky, W. J. McIntire, Jean Kyle

Colorado Department of Education,
Consultants in Guidance and Counseling:
Jerry Terrill, Spot Holmes, Dorothy Rupert

Foreword

PURPOSE OF THE HANDBOOK

In 1975, the Guidance Liaison Committee recommended that a handbook be developed which would serve to assist Colorado counselors, teachers and administrators in fulfilling their guidance responsibilities to the public. After much discussion, planning, writing and re-writing, this handbook was completed and is presented to the education profession of Colorado. Other persons interested in improving services and programs to the youth and parents of our state are invited to read and comment on this effort. Written comments would be especially appreciated. Address the Commissioner of Education, Colorado Department of Education, 201 East Colfax Avenue, Denver, Colorado, 80203, or the State Consultant for Guidance and Counseling at the above address.

The handbook is designed to stimulate your thinking about your own program. The committee encourages you to examine local needs and design and revise programs and strategies to meet the needs of your particular community. In that manner, your program can reflect the uniqueness of your community as well as your personality, competencies and interests. The committee wishes you an exciting adventure in the assessment, development and execution of your guidance and counseling program.

The Guidance Liaison Committee
Spring, 1978

Acknowledgments

The initial development of this handbook began under the direction of Spot Holmes, Consultant in Guidance and Counseling, Colorado Department of Education, and Bill McIntire, Chairperson of the Colorado Guidance Liaison Committee. Members of the Guidance Liaison Committee along with other professional counselors provided the work and the inspiration and are listed with the sincere hope that no one is left out: Harry Moore, Anne Roark, Joe Lasky, Ed Dash, Al Roark, Bill Sease, Bill McIntire, Jean Kyle, Virginia Berry, Dorothy Elder, Lyn Ferguson, Charles McClain, Dorothy Rupert, Jerry Terrill, Margaret Kaschak, Darold Bobier, George Mercer, Spot Holmes, Carol McCallum, Frances Curr[illegible], Gary Harris, John Merz and Amy Kammerer.

Since committee writing usually requires more coordination, patience and give and take than does single authorship, the many involved individuals are appreciated for their patience, give and take an[illegible]ard work.

The final follow-up, editing, typing, proofing - the nuts and bolts of publishing - happened because of the continuous involvement of Jean Kyle and the expert technical assistance of Larry Danielson, Carol Dobbs, Carol Hunt, Cleo Klabunde and Carl Godard.

It is with gratitude that we express our thanks to Commissioner Calvin M. Frazier, Debby Pool, and the Colorado Guidance Advisory Council, and the identified and the unidentified persons who made this first handbook for Colorado counselors available. As a part of the process of growth and renewal for Guidance and Counseling in Colorado, this handbook is immediately open to revision and is provided as a basis for developing the Colorado State Plan for Guidance and Counseling.

Dorothy Rupert, Consultant
Guidance and Counseling
Colorado Department of
Education

I.
Introduction and Background

Brief history of guidance and counseling

Twentieth century guidance in the United States is generally believed to owe its existence and nature to three distinct trends: the rise of a working class and urban society, the need for measurement of human potential and the concern for mental health of the citizenry.

Modern guidance began as vocational guidance. In 1909, Frank Parsons published **Choosing a Vocation** and has since been cited as the father of modern vocational and career planning. By the late twenties, vocational guidance was an influence in the schools, and the development of aptitude, ability and interest tests was well under way. The "boom" period of testing, roughly 1915 to 1930, drastically changed the development of guidance. John Dewey and the Progressive Education movement gave emphasis to the need for individualized attention in the schools. At first, testing was accepted uncritically, and unwarranted confidence was placed in test results. Even today, when tests are approached with much more sophistication, naive and injudicious use of tests can be observed. The presence of cultural and sexual bias proves also to be a factor in test results. Despite their shortcomings, tests provide counselors with a useful tool and serve as a basis for many other guidance activities.

In addition to vocational guidance and testing, guidance has

been dramatically influenced by the mental health movement through personal and social counseling. In 1942, Carl Rogers wrote **Counseling and Psychotherapy**, a book which called attention to Dewey's notions of helping the whole person. Since the 1940's, the helping skills of counseling have become increasingly significant in training school counselors.

Since the end of World War II, the national government has strongly influenced the guidance movement. In 1958, the National Defense Education Act provided financial support for counselor training. Since then, counselor proficiencies and professionalism have increased. Also, research on basic helping approaches, child development and behavior modification techniques have broadened the orientation of counselors.

Considerable refinement in guidance has taken place during the 1970's. Group guidance and group counseling have become increasingly accepted and are used extensively to supplement one-to-one counseling. In addition, counseling and guidance emphasize the developmental approach with a corresponding de-emphasis

"Becoming is superior to being." - Paul Klee

on crisis oriented counseling. This makes guidance programs and services more real and available to all students. In line with the developmental emphasis, counselors are now working in areas such as values clarification, decision making/problem solving and conflict resolution. The net effect has been a shift from a remedial emphasis for students in difficulty to a developmental approach which offers services to all students.

Guidance is an indisputable part of our educational system. In fact, most cultures employ persons and/or services for the assistance, direction and benefit of its members. The school counselor has evolved, initially from the ranks of the teacher, as a person with specialized skills who is committed to help the student reach a closer match of potential and opportunity. Today, virtually every school has an employed worker called a counselor, guidance counselor or advisor who is responsible for aiding the educational, vocational and personal development of the students. The goals of improved functioning in the learning and development of respon-

sible citizens and the realization of appropriate career choices are central to the guidance movement.

Whether or not your school has a guidance program or worker, the belief in helping individuals become happy and fully functioning is fundamental to our society. Guidance programs and personnel are committed to this belief.

History of guidance services of the Colorado Department of Education

1949 – H. Edgar Williams was selected the first supervisor of Guidance Services in the Vocational Education Division of CDE. He provided leadership to guidance programs in Colorado for the next seventeen years.

– Regional conferences were held and the Colorado Counselor Newsletter was started. Emphasis was broadened to all aspects of guidance even though the division was under Vocational Education.

1955 – The Guidance Section under Edgar Williams was moved from Vocational Education to the Office of Instructional Services under Assistant Commissioner Leo Black. This relationship continued for fifteen years.

– George-Beardon funds continued to be used for guidance and provided inservice training under Clarence Failor at the University of Colorado.

1957-58 – Colorado had 361 counselors with 35 full time counselors, 70 half time or more and 256 less than half time. Less than 25% were considered qualified.

1958

- NDEA legislation with Title V-A funds for guidance.
- Dr. Williams developed state plans for use of Title V funds. Title V money was used as an incentive to districts, who applied to participate.

1959-60

- First standards for counselors required and met as 25 districts were approved for Title V funds.
- Counselor-student ratio required for funds was 1 to 500.
- Proposed counselor certification with provisional or professional endorsement.
- Expansion of guidance division to four consultants: Ken Ashcraft, Edith Doi, Gerald Ulrich and J. W. Rollings who remained together as a team until 1965.
- Start of state testing program with scoring services.
- Start of regional workshops.

1960-65

- Strong professional leadership by CDE.
- April 1962—Colorado State Board of Education approved the recommended standards for counselor endorsement.
- Yearly workshops at 10-12 locations with 200-300 in attendance.
- Topics included: Evaluation, Vocational Guidance, Testing, Elementary School Counseling, Group Process Work on Role and Function of Counselors.
- Ed Williams called for the establishment of a state guidance organization.

- Spring 1962–1st annual meeting for Colorado School Counselor Association with Dr. Byron Hansford, Commissioner, as speaker.

- Colorado Personnel and Guidance Association formed.

- Inservice visits each year to every school with Title V.

- $102,561 in NDEA funds distributed to 56 districts - 25% of the districts but 80% of the students in Colorado.

1960-65

- Test scoring peaked in 1963-64 with over 100,000 tests scored.

- Colorado (State) cumulative record development.

- Film library established for loan of film and filmstrips to schools.

- Publications started:

  "Colorado Counselor Newsletter"
  This publication was expanded to five issues per year and continued until 1968. Each issue included a list of occupational literature and material for professional libraries.

  "Directory of Colorado Counselors"
  A counselor was defined as a person who spent one or more periods per day in counseling.

  "Scholarships and Loans for Colorado High School Graduates"

  "Guide to Vocational Training Opportunities Beyond High School"

"Colorado Resources for School Guidance Programs"

"1960 Census Information for Colorado School Counselors"

1964-65 – Change from 1957-58:

Number of counselors	361 to	1212
Full time counselors	35 to	275
Counselor endorsement	0 to	496
Counselor-pupil ratio	1 to 819	1 to 310

– Elementary counseling promoted.

– Guidance, Counseling, and Testing Advisory Committee formed.

1965-70 – State drop-out report and study conducted.

– Funding switched from NDEA to ESEA.

– Continuing visitation of local districts and upgrading standards.

– 1966--H. Edgar Williams retired, Gerald Ulrich became director.

– Edna Maples employed as elementary guidance consultant, followed by Brad Williams.

– Inservice and visitations continued.

1970-77 – Colorado Department of Education reorganized in July 1970. Guidance Division and Office of Instructional Services were eliminated. Guidance services searched for a home and was first placed in Youth Community Relations Division under the Office of Continuing Education; in 1972-73 Guidance Services moved to the Pupil Personnel Division under the Office of Program Management and in 1973-74

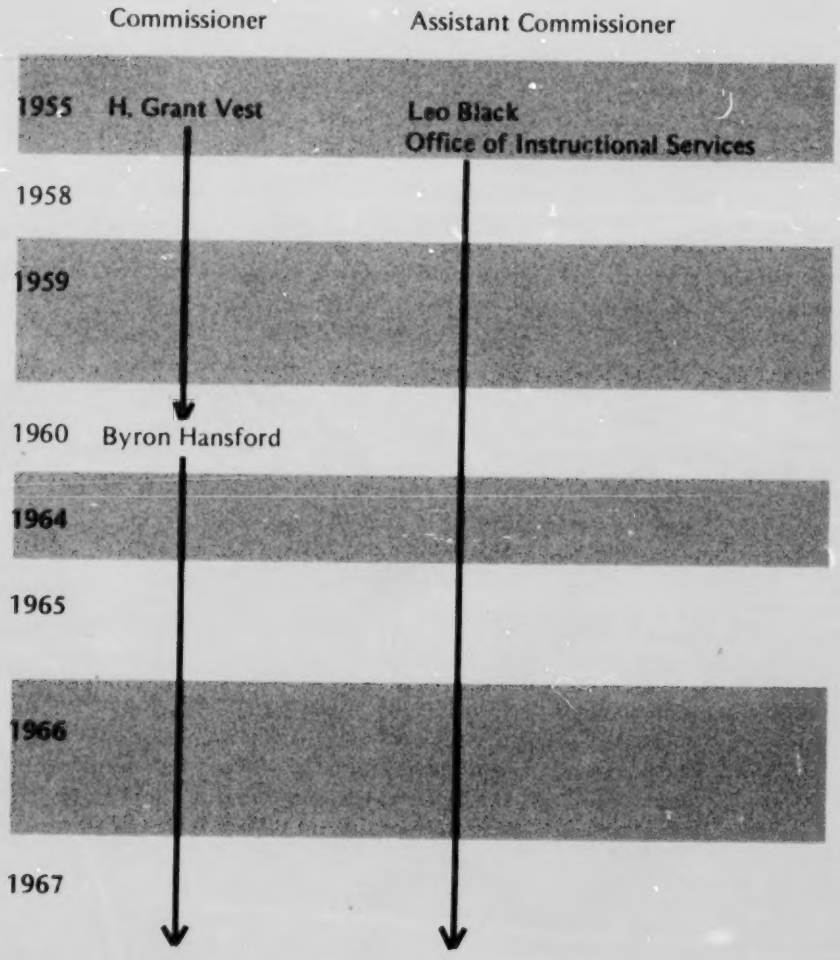
moved to the Development and Demonstration Service Division under the Office of Field Services.

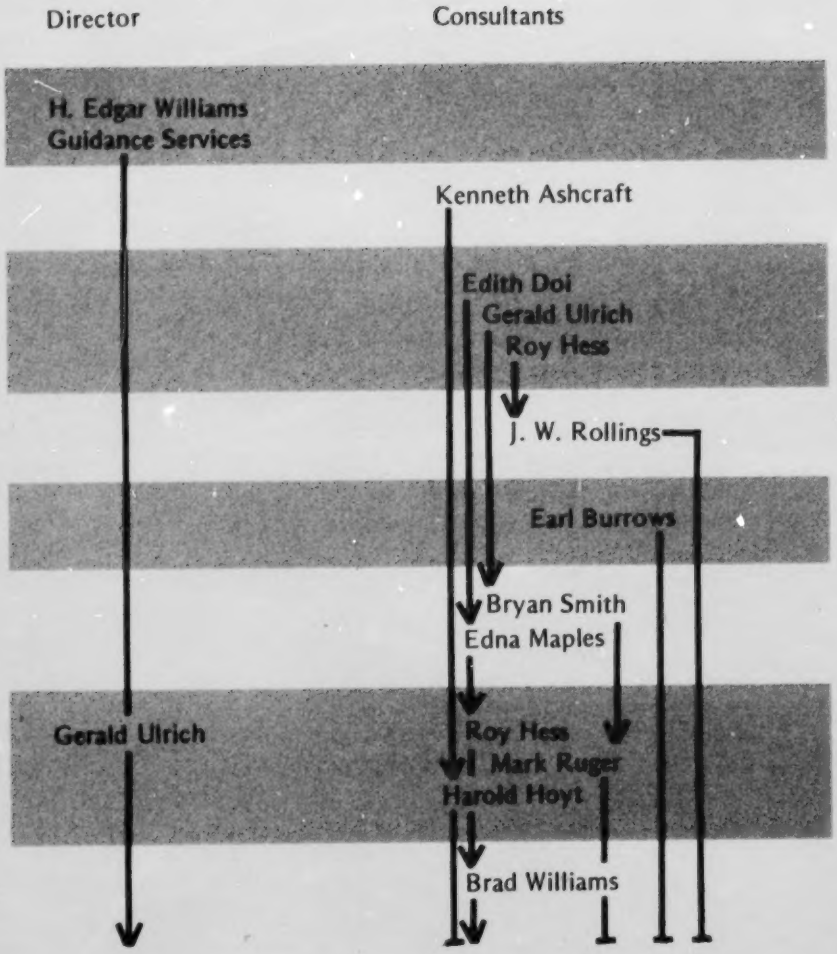
Severe cut in funds and personnel with only one Guidance Consultant, on loan from a school district.

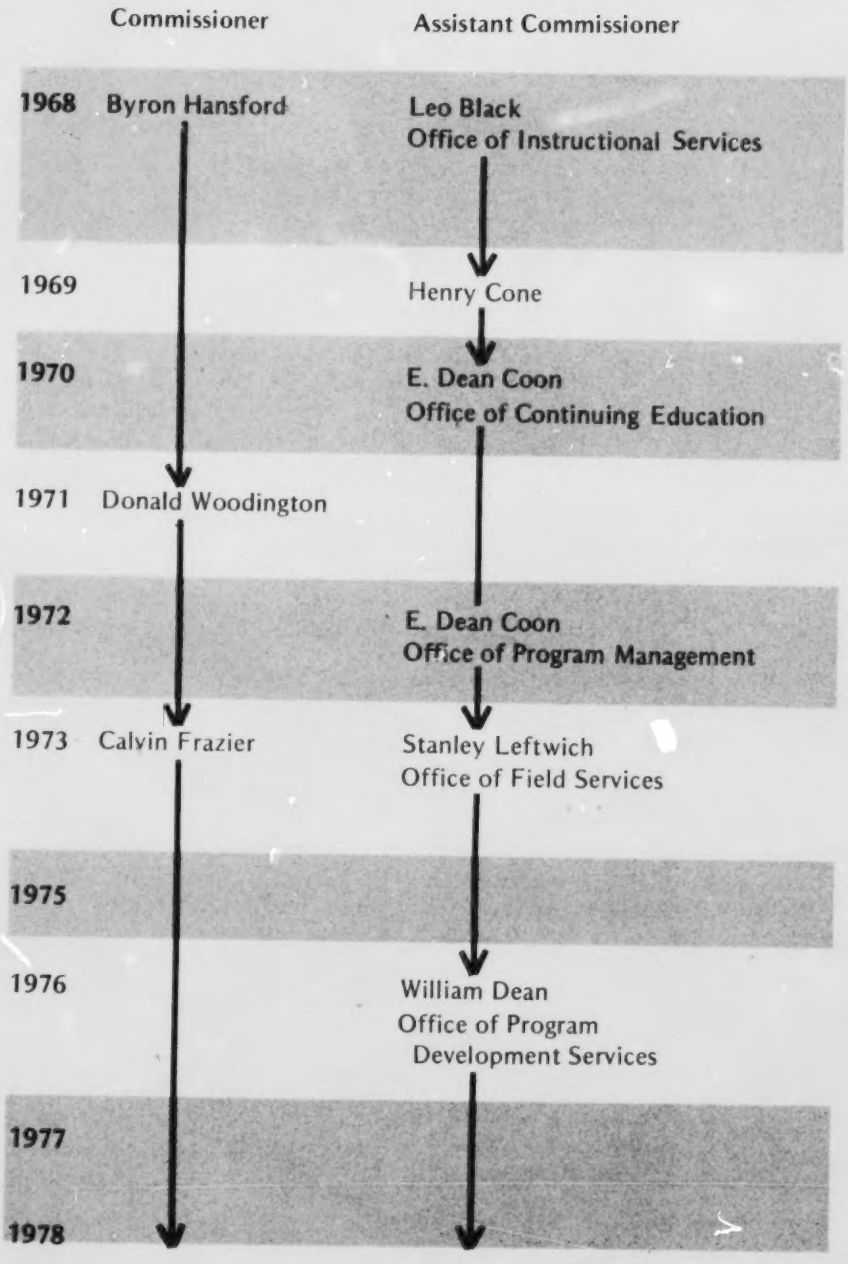
- Title III and Title IV federal funds provided support.
- Guidance Liaison Committee formed.
- Exemplary projects funded.
- Statewide inservice programs held.
- Consulting service provided to individual districts.
- Up-dated counselor endorsement for certification.
- Establishment of State Guidance Advisory Council.
- Established permanent position of Guidance and Counseling consultant.
- Conducted statewide survey of school counselors and school principals.
- Published: "Legal Aspects of Guidance and Counseling in Colorado" - 1976
  "Directory of Colorado Counselors" - annually
  "Colorado Resources for School Guidance Program" - 1974
  "Colorado Guidance and Counseling Handbook for School Counselors" - 1978

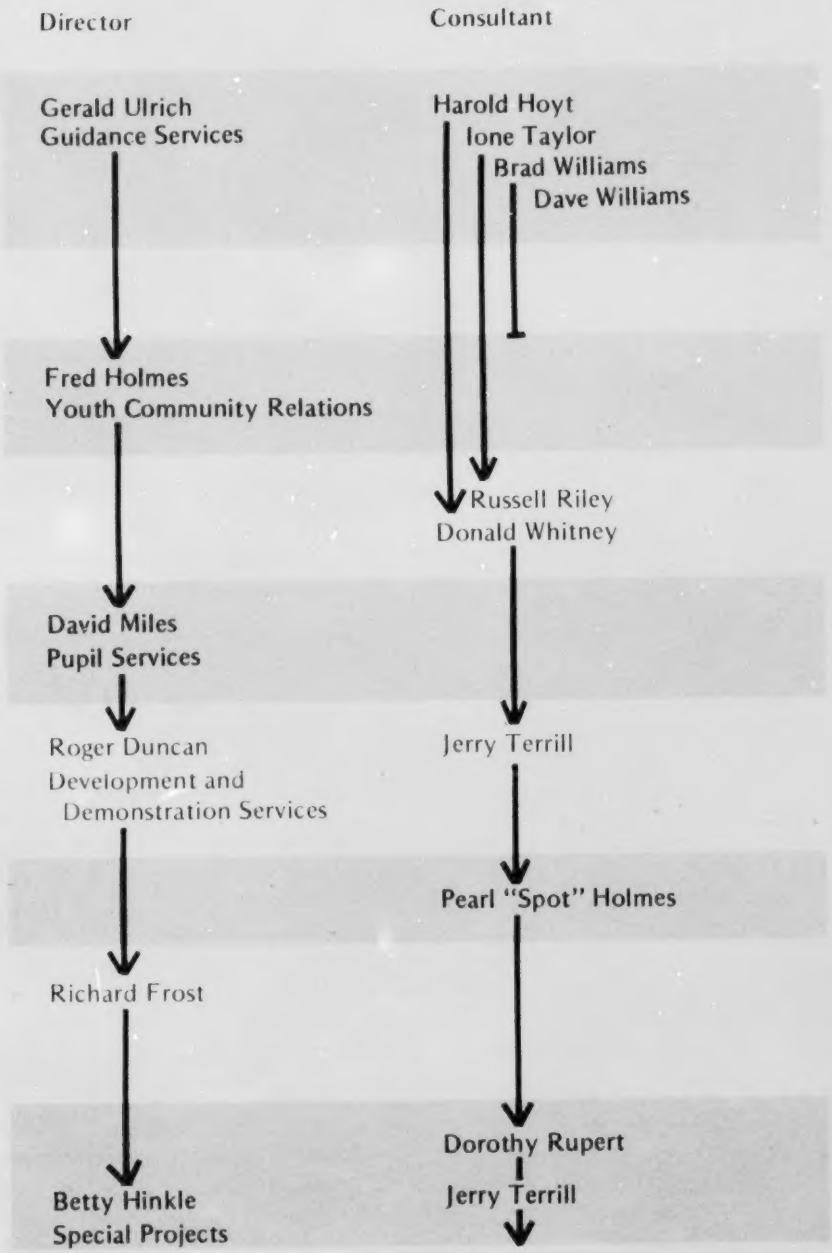
History of Colorado Guidance Services

1949-1955 - Under Vocational Education, H. Edgar Williams, Supervisor




Director
Consultants
H. Edgar Williams
Guidance Services
Kenneth Ashcraft
Edith Doi
Gerald Ulrich
Roy Hess
J. W. Rollings
Earl Burrows
Bryan Smith
Edna Maples
Gerald Ulrich
Roy Hess
Mark Ruger
Harold Hoyt
Brad Williams


Commissioner
Assistant Commissioner
1968
Byron Hansford
Leo Black
Office of Instructional Services
1969
Henry Cone
1970
E. Dean Coon
Office of Continuing Education
1971
Donald Woodington
1972
E. Dean Coon
Office of Program Management
1973
Calvin Frazier
Stanley Leftwich
Office of Field Services
1975
1976
William Dean
Office of Program
Development Services
1977
1978


Director
Consultant
Gerald Ulrich
Guidance Services
Harold Hoyt
Ione Taylor
Brad Williams
Dave Williams
Fred Holmes
Youth Community Relations
Russell Riley
Donald Whitney
David Miles
Pupil Services
Roger Duncan
Development and
Demonstration Services
Jerry Terrill
Pearl "Spot" Holmes
Richard Frost
Dorothy Rupert
Betty Hinkle
Special Projects
Jerry Terrill

Professional counselor organizations

Many counselors recognize the value of active participation in a professional counseling organization. Personal enrichment and career development opportunities are available to counselors in Colorado through a variety of organizations, as well as the national associations.

The American Personnel and Guidance Association (APGA) is made up of twelve special interest divisions representing counselors in various work settings. These divisions are entitled American College Personnel, Counselor Education and Supervision, National Vocational Guidance, Humanistic Education and Development, School Counselors, Rehabilitation Counseling, Measurement and Evaluation in Guidance, Employment Counselors, Non-White Concerns in Personnel and Guidance, Catholic Guidance Conference, Specialists in Group Work, and Public Offender Counselors. A new division being established is for mental health counselors. Counselors who become members of APGA select the division most closely related to their work settings. For school counselors, the usual division is the American School Counselors Association (ASCA). At the advanced level, counseling psychologists who may serve as consultants are represented by the American Psychological Association. Over 40,000 members currently belong to APGA.

APGA also has fifty-two branches including the fifty states, District of Columbia and Europe. The Colorado Personnel and Guidance Association (CPGA) is one of these branches. CPGA has five divisions: School Counselors, Counselor Educators and Supervisors, College Personnel, Employment Counselors, and a newly formed Agency Counselors division. When joining CPGA, one becomes a member of one of the divisions. School counselors usually join CSCA and often CECA; supervisors and guidance directors often belong to the Education and Supervision division as well.

The American Vocational Association represents those who work in vocational and career education. The Colorado Vocational Association also has a division for vocational counselors.

The National Education Association (NEA) has a Student

Services Division which includes school counselors as well as other pupil personnel workers and librarians.

Professional organizations provide a vital link within and between members and other lay and professional groups. Services to members include career placement, legislative advocacy at state and national levels, a wide range of media including journals, films and tapes, inservice training programs and workshops, conventions, speakers and other services. Each organization reflects the goals and interests of its members. Students in training receive reductions in dues.

The foundation of a profession is its code of ethics. The American Personnel and Guidance Association has such a code which encourages its members to reach for the highest levels of moral and ethical practice.

Trends and issues

The students we are now counseling will be part of the "world of work" in 2025. While the ramifications of this statement for guidance and counseling programs are difficult to assess, it is safe to say that futuristic dreams and visions are too simplistic compared with the drama of the reality that lies ahead.

Identifying trends and issues that have positive implications for the future is risky, but with the class of 1984 presently enrolled in our middle schools, counselors to a much greater extent will:

- become involved in determining the "climate" of a school environment. The skills of assessing needs, creating strategies, implementing activities, and evaluating outcomes will be highly utilized as the school becomes a healthy place for all learners.

- develop programs built on health rather than disease, on prevention rather than remediation. In meeting the developmental needs of students, counselors will expand their involvement in moral

reasoning, self-determined behavior, ego development, consciousness raising regarding sexism and racism, motivation, social-sexual role learning, etc.

- lead in providing educational experiences that emphasize cooperation rather than just competition.

- become active in legislative issues pertaining to education and guidance if counseling is to survive as a separate profession and if counselors are to effect change.

- identify licensure and certification as major professional responsibilities and participate vigorously in their professional organizations.

- develop evaluation strategies for determining effectiveness of guidance and counseling programs.

- become role models of lifelong learning, learning that is based on a "reverence for life."

Part of the excitement of our people-centered profession is that this list has no end. Develop your own "trends and issues" list and compare it with your colleague's list. Maybe you included gifted and talented, early childhood, exceptional people, adult learning, genetic counseling, multicultural counseling...

II.
Philosophical Bases for School Guidance and Counseling

Statement of philosophy of guidance and counseling programs

Developmental education is the blending of theory and practice which emphasizes all areas of human development and which cites some general parameters against which to compare "normal" or expected development. Effective counseling and guidance programs are built on prevention rather than remediation. The concept of developmental and preventive counseling focuses on a program of services which involves systematic planning to meet human needs. Coordination, consultation and counseling are all a part of the program.

Services, by themselves, are often characterized by a variety of uncoordinated counselor activities, employed, as the need arises, to help the individual student or identified segments of the student body, i.e., those needing crisis intervention, college counseling, drug and/or alcohol counseling, course selection and scheduling assistance, etc. The emphasis is upon activity - what the counselor does in reaction or response to a crisis or pressure situation. This may result in some students being totally ignored, others having

their needs unrecognized or unmet and hit or miss attention being given to developmental tasks. Developmental counseling programs, on the other hand, represent planned, coordinated, goal-oriented activities and strategies designed to help every student become a fully functioning person. In short, counseling services are helpful acts delivered on demand or as need arises while a developmental counseling program is a planned systematic and evaluated strategy to meet human needs.

A developmental and preventive counseling program will include:

1. goals and objectives
2. an outline of the strategies and activities
3. the target population
4. delegated responsibilities
5. sequence of events
6. inservice training of participants
7. procedures for evaluating outcomes
8. reported results

Because human beings develop in a continuous process from infancy to adulthood in accordance with a generally established pattern, they have identifiable needs and developmental tasks. There are recognizable indications when development is proceeding atypically or needs are not being met. A developmental and preventive counseling program recognizes these concepts.

1. Development is continuous from infancy to adulthood. The program is built upon a recognition that all persons mature and are capable of increasingly larger tasks and responsibilities. Similarly, their social and psychological needs become more complex.

2. Development proceeds according to a plan. As children grow older, they become more capable of performing increasingly complex intellectual and physical tasks; their self and social awareness increases and their emotional control is enhanced. Age-appropriate program components are planned to enhance development of these capabilities. Strategies which alert the staff to children who depart signi-

ficantly from normal growth patterns are most effective when begun early in the program. Follow-through studies should monitor student progress at critical transition points in their development.

3. Human beings have identifiable needs and developmental tasks. As growth proceeds, students come to assume greater responsibility for their role in family, community and society. Corresponding tasks accompany the role responsibilities and meeting the tasks requires skills and attitudes which can be learned. Acquisition of problem solving, decision making and human relationship skills is the major component of the process. A developmental and preventive counseling program assists all students to meet their present needs and to complete their developmental tasks.

Statement of philosophy of counselors

We believe:

1. That all members of our society have the privilege, the right and the responsibility to develop their full capabilities and that all children, youth and adults in school need guidance and counseling to achieve their goals.
2. That all students have special capabilities and talents for enriching society and that counselors are able to assist young people to discover and develop their capabilities and talents.
3. That effective guidance programs will permit counselors to work with teachers, administrators, parents and others to plan, implement and evaluate programs to meet the needs of all students.
4. That counselors are professional persons with competencies and skills in helping others identify and achieve their goals.
5. That counselors ascribe to a code of ethics which governs their practice.
6. That counselors meet student needs in a variety of ways with the welfare of the total individual as the prime concern.

7. That the school principal is a needed member of the guidance team and that the principal's outlook, leadership and support are essential in the creation of an atmosphere which fosters success.
8. That guidance services are developmental and preventive as well as remedial.

Given these beliefs, it follows that the major objectives of the guidance program will:

1. Assist students to develop a better understanding and acceptance of themselves and their strengths and limitations, their aptitudes, needs, values and interest.
2. Assist students to develop respecting, warm and effective relationships.
3. Assist students to develop problem-solving and decision-making skills.
4. Assist students to accept increased responsibility for their career development.
5. Assist students to develop positive attitudes toward their lives and their goals.
6. Assist students to grow with hope for their future and faith in themselves.

"It thus happens that although I suffer from my past, I remain always the free author of my future."

Tucci

Statement of professional qualities and proficiencies of counselors

1. Counselors will demonstrate the professional quality of responding with openness. Counselors will be able to:
   - listen and respond to needs which involve personal feelings or emotions.
   - open lines of communication with others in such a manner that growth may take place.
   - demonstrate the ability to seek and evaluate feedback objectively.
   - assess their own personal strengths and weaknesses.
2. Counselors will demonstrate the professional quality of congruency.
   Counselors will be able to:
   - demonstrate the ability to state goals as they relate to one's systems.
   - develop a tolerance for ambiguity.
   - demonstrate the ability to state goals as they relate to one's commitment as a counselor.
   - identify the relationship of situations to counseling theory.
   - be aware of their own feelings and emotions and respond with empathy and flexibility despite possible bias.
3. Counselors will demonstrate the professional quality of flexibility.
   Counselors will be able to:
   - function cooperatively with other professionals in all phases of the learning process and new program development.
   - develop and generate a variety of alternatives in the learning environment from which staff, students and others may choose.

III.
Elements of School Guidance and Counseling Programs

Objectives, competencies and facilities

Elementary

The elements of an elementary guidance and counseling program include **development** and **prevention**. The program is designed to enable teachers, parents, the child and others to recognize and to understand the parameters of development; to encourage personal acceptance of change or lack of change; and thus to support self-acceptance and the development of self-confidence. An aspect of development and prevention is to identify in its beginning stages a potential problem (social, emotional or academic) and to work to resolve it.

A. Goals and Objectives

1. An elementary guidance and counseling program meets the developmental needs of the individual child in the following areas:
   a. **Transition** – seeks to facilitate the child's transition from home to school, within the school setting at each academic level and between educational levels.

b. **Self-understanding** – provides activities and personal conferences in which children are free to express attitudes and feelings about themselves, their school experiences, interests, abilities, shortcomings, achievements, goals, etc.

c. **Self-acceptance and confidence** – offer through individual counseling or group experiences an opportunity for children to gain greater self-acceptance and confidence, as well as more effective interaction with others.

d. **Parental guidance** – offers help to parents to enable them to understand the developmental needs of children and counsels with individual families to resolve their personal needs in order to assist them in helping their children.

2. The program endeavors to meet educational needs in the following ways:

a. **Cooperative and consultive efforts** – works to promote a cooperative team effort among all persons involved in helping the child meet her or his individual needs and profit from educational opportunities.

b. **Coordinate with other services** – gives assistance to students, parents, teachers and other building and district personnel by coordinating referral services, conferences, staffings, etc.

c. **Provision of resources** – helps to integrate the resources of school and community; contributes ideas, information and materials to teachers to help individuals or groups of children progress in their education; actively participates in creating an educational environment that enhances learning and growth; provides curriculum alternatives to the staff to improve programs for students.

B. Special Competencies

The elementary counselor has an understanding of the nature and scope of resources that are available within the community and performs a coordinating function by helping to integrate the resources of the school and community. To accomplish this, the elementary counselor strives to:

1. be a "child advocate" in the school setting.
2. be people oriented and have knowledge of and concern for child development.
3. be knowledgeable about the psychological aspects of learning and have technical knowledge regarding assessment of learning skills and outcomes.
4. work effectively with elementary students individually and in small groups.
5. consult with parents individually and in groups and provide parent education when needed.
6. give assistance to and work with staff members.
7. be a professional educator with an elementary counselor endorsement.
8. pursue professional growth.
9. work cooperatively with district and support personnel.
10. communicate follow-up information.
11. modify the program in terms of specific building needs and work with the building administrator on student-school-community concerns.

C. Program Development

The elementary counselor works with the principal, the staff, parents and children to develop a program based upon the needs of the student population. An effective elementary counseling program includes:

1. Needs assessed from considerations of the characteristics of the students and the community, expectations of parents and staff members, characteristics of the school and professional expectations.
2. Goals developed and ranked which will satisfy needs and expected outcome goals.
3. Identified means for evaluating outcomes.
4. Activities to meet objectives planned in a long range, developmental way.
5. Implementation with input and information from each staff member participating.
6. Ongoing evaluation conducted by the counselor and a guidance committee from the staff along with external consultation as needed.

D. Facilities

A facility for an elementary guidance and counseling program ideally is based on the express needs of the school and the specific requirements of that school as stated in the goals and objectives. In general, the design of the facility and location in the building takes into consideration such issues as:

1. Availability to student areas.
2. Availability to other special service rooms or areas.
3. Secretarial assistance or other clerical aid.
4. Adequate size for group counseling.
5. Telephone service.
6. Privacy, including soundproofing, adequate curtains or drapes for windows, location of entrances.
7. Provision for storage areas for files and materials.
8. Comfortable and pleasant environment and furniture.

"You can help me grow, or you can obstruct my growth." - Sidney M. Jourard

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Middle/Junior High

Counselors at the middle/junior high school educational level deal with adolescents, ages 11-14 in grades ranging from 6-9. It is recognized that the concept of the middle school and the junior high school differ; however, the commonalties for counseling within each type of system support the particular guidelines offered for the middle/junior high school program.

A. Goals and Objectives

1. A middle/junior high school guidance program meets the developmental needs of the individual child in the following areas:
   a. **Self-understanding** – provides an environment which helps students in self-understanding and self-identity by working through personal and interpersonal problems.

b. **Problem solving** — provides continuous guidance and assistance in helping students make decisions regarding the many problems that arise in daily life.

c. **Relationships** — works with groups of students to help them in understanding themselves and others and their relationships with others.

2. A middle/junior high school program provides assistance to students in understanding and developing their educational goals.
3. A middle/junior high school program enables students to explore possible career goals.
4. A middle/junior high school guidance program helps to create an educational climate that fosters, in a positive direction, students' personal, academic and social development.
5. A middle/junior high school guidance program involves parents in the students' development by opening and maintaining lines of communication with parents.

B. Special Competencies

The middle/junior high school counselor is concerned with the individual during a developmental stage in which the young student moves from a relative dependence to the beginning of autonomous and responsible behavior. The counselor recognizes commonalties in the role and function of counselors at all educational levels, but the middle/junior high school guidance program must specifically adapt to the special physical, emotional and social needs of the pre and early adolescent. To accommodate learner characteristics at this educational level, the counselor strives to give appropriate attention to the affective domain, as well as the cognitive. In addition, counselors recognize and help others to recognize that the behavior changes of the middle/junior high school student can be natural day-to-day characteristics of this age group and should not necessarily be viewed as "problem" areas.

C. Program Activities

1. Educational counseling

   Counselors assist in:

   a. **Educational planning** – assist students in academic planning.

   b. **Orientation** – plan and implement programs to orient students for entrance to middle/junior high school and cooperate with senior high counselors' orientation programs for transition to the senior high school.

   c. **Education placement** – assist students in appropriate class placements to help them reach their full educational potential.

2. Career counseling

   Career education is viewed as being part of the student's total education and is woven into classroom and school experience rather than being a separate subject. Counselors work with staff to develop:

   a. **Career materials** – provide materials and/or programs wherein students and staff understand the classroom experience as preparation for work.

   b. **Career awareness programs** – plan and develop materials and/or programs to make students more aware and knowledgeable about occupations.

   c. **Self-awareness** – plan and develop materials and/or programs to help students understand themselves as individuals and relate this understanding to future career choices.

3. Parent counseling

   Counselors, through individual conferences and/or group activities, assist parents to understand student needs in the social and academic areas. Counselors identify:

   a. **Educational goals** – work with parents and students together to achieve the students' educational goals.

   b. **Normal behavior** – work with parents to aid in understanding a child's growth and development and resulting behavior.

c. **Special needs** – assist parents whose children have special needs.

d. **School policies** – help parents to understand school policies and procedures.

4. Staff consultation

Counselors provide leadership in:

a. **Development of affective domain** – plan and develop materials and activities to enhance affective experience in the classroom.

b. **Development of cognitive domain** – plan and develop material and activities to promote intellectual growth.

c. **Consultation** – consult with teachers and administrators regarding student development.

d. **Staff inservice training** – plan and facilitate inservice training for school staffs:

1) to foster awareness of adolescent needs;

2) to promote personal and professional growth for staff members.

5. Referrals

Counselors coordinate the activities of members of the pupil personnel services and provide direct services through:

a. **Referral functions** – accommodate special student needs by contacting community agencies such as: local civic groups, professional organizations, business organizations, business groups, social service agencies, health service agencies, law enforcement agencies, and volunteer information centers.

b. **Referral assistance** – develop student and staff awareness of functions of agencies.

D. Facilities

1. The guidance area should be:

a. **Separate from and located away from the administrative offices.**

b. **Accessible by direct entrance.**

c. **Located to be readily accessible to students; consideration should be given to student traffic patterns and the need for easy counselor-student contact.**

2. Space should be provided for:
   a. **A reception area to accommodate secretarial staff, secretarial furniture and equipment and seating for visitors and other individuals.**
   b. **Private counseling offices.**

Senior High

The senior high guidance program is designed primarily to meet the needs of the student who faces the immediate next steps toward independence and maturity during late adolescent development.

The program helps the young adult to sort out conflicting feelings and to develop rational courses of action. It can also help the student resolve conflicts of previous choices or the lack thereof. It provides parents with information and opportunities for their young people.

A. Goals and Objectives

1. An effective high school guidance and counseling program will meet student needs, be consistent with district philosophy and be compatible with community expectations. The program endeavors to meet student needs in the following areas:
   a. **Intrapersonal** – assists the student to develop increased self-direction, self-reliance, self-perception and self-knowledge.
   b. **Interpersonal** – assists the student to enhance social skills and social consciousness.
   c. **Pre and post graduate planning** – assists the student to formulate and act upon educational and career plans.
2. The program provides opportunity and encouragement for counselors to serve on a consultative or liaison basis to the following individuals and agencies:
   a. **Faculty and administration** – assists faculty and administration to understand students and their intrapersonal, interpersonal and educational/career needs.
   b. **Parents** – serves as a liaison function for parents with other school personnel and programs and assists parents to understand and deal with their

children's educational, social and personal development.

c. **Community Agencies** – provides liaison with referral resources and assists in establishment of collaborative relationships with individuals and agencies from the larger community.

B. Special Competencies and Approaches of Counselors

1. Senior high guidance and counselor staffs collectively possess a diversity of background experience and a variety of interests and skills. When employing counselors, consideration is given to developing a staff whose members have:
   a. **diversity of background experiences and work histories.**
   b. **variety of effective personality traits and styles of behavior.**
   c. **differing areas of special competencies or speciality of training.**
   d. **proven skills in working effectively with the adolescent and parents.**
2. Emphasis in a guidance program is on the provision of services which reflect the needs and concerns of the high school community. Counselors have the responsibility to:
   a. **serve as student advocates.**
   b. **be resource consultants to the faculty and administration.**
   c. **be able to assess school and community needs and develop corresponding programs effecting the school population.**
   d. **be aware of their limitations and refer to others when help is needed and cannot be adequately provided.**
3. The staffing pattern reflects the strengths, experiences, weaknesses and personalitites of the counseling staff. The primary concern is how best to meet the needs of students. The personnel of the department should participate in staffing decisions. The two extremes in staffing patterns are:

a. **Differentiated assignments** – Counselors are not assigned a section of the student body but are available to all students. Assignments include specialization in one or more of the following areas:
   - department chairperson or manager
   - career and vocational information
   - college and scholarship information
   - crisis intervention
   - personal/social counseling
   - group guidance
   - staff consulting
   - liaison with special services
   - liaison with community services

b. **Student assignment** – Each counselor is assigned a portion of the student body for all services. The counselor is considered a generalist. Counselors accept equal responsibility for all tasks.

Most programs are a combination of the two patterns. Counselors are assigned to areas of specialization and a portion of the student body. All counselors do personal/social counseling.

4. Support personnel: Secretarial and/or paraprofessional staff is proficient in order to release counselors from most routine paper work. Included would be:
   a. secretary
   b. registrar or records clerk
   c. paraprofessional staff for a career center
   d. student help (caution should be exercised where personal records are involved).

C. Program Activities

In a high school program, services are diverse. Each department must determine priorities, but among the services offered, these are suggested:

1. Availability of social/personal counseling for students on an individual or group basis.
2. Opportunities, both group and individual, for students to clarify their own values, evaluate themselves, explore goals for the future and learn a decision-making process.
3. Provision of an information service for educational, vocational and social needs.

4. Assessment of students' needs and future objectives by using evaluative and research techniques.
5. Service as a referral agency to community resources.
6. Interpretation of test results.
7. Provision of liaison services to different departments.
8. Assistance to parents on individual or group basis with adolescent concerns.
9. Maintenance of career information area to support post high school planning guidance services.
10. Consultation to teachers and administrators.
11. Evaluation of guidance program.

D. Model Facilities

Planning consideration for a senior high school counseling area includes:

1. Flexibility to allow for individual and group sessions.
2. Access to larger rooms to accommodate class size activities.
3. Closeness to the flow of large numbers of students.
4. Inclusion of reception and career center area.
5. Use of color and furniture arrangements to offer a friendly, warm atmosphere.
6. Privacy, both sound and sight, for individual offices, or in an open center, accessible private rooms.
7. Security of records in locked files or safes.

IV.
Special Emphases and Considerations for Program Development

Counselor involvement in career and life planning

The focus of career and life planning in the schools is self-awareness and acceptance, building confidence, understanding one's own value system and learning a decision-making process. These elements are the foundation of wise career choices and continue through life.

Counselors and parents need to be involved in helping students identify their interests and aptitudes, while classroom teachers can build career awareness into the academic skills program they are teaching. Through the process, the counselor serves as a catalyst to make the program work.

The American Personnel and Guidance Association position paper entitled "Career Guidance: Role and Functions of Counseling and Guidance Personnel Practitioners in Career Education," (March, 1975) details many of the counselor roles that are desirable for enhancing career education. These roles suggest active leadership in curriculum development, involvement in materials and career information, teaching for sound decision-making strategies and promotion of efforts to eliminate racism and sexism as restrictors of opportunities.

The counselor is clearly identified as an educational, social,

personal and vocational resource to the surrounding community, as well as to the school and as a leader and facilitator for lifelong learning. The programs, processes and resulting outcomes all involve counselor activity. Cooperative efforts with the school staff and with other community resources are seen as desirable to obtain maximum benefits. The counselor is a conductor of many diverse activities, which are designed to facilitate intelligent and satisfying career choices.

There are a number of excellent resources for counselors and school staff in Colorado. Exciting programs exist and new ones are joining their ranks.

Peer counseling (student helpers)

In developing guidance programs, counselors are giving more attention to student-to-student services. In recent years several different titles have been applied to such programs, including peer counseling, peer facilitation, student tutoring, etc.

Peer counseling has generally taken two directions: one has to do with assisting students within the school setting; the other has to do with putting the skills developed by students to work in the community. Work within the school setting includes tutoring, individual counseling, group counseling, orientation activities and group leadership. Possibilities for using students in the community includes activities such as big sister-big brother programs, aides in hospital visitation, work with the elderly and as support workers within community agencies concerned with mental health, drug/alcohol abuse and health-related problems.

Two essential components of a successful program are careful selection of participants and excellent training. Most successful programs provide for screening applicants based upon personality characteristics, abilities, desire and recognition from others. The training of students to work as student helpers includes two phases:

1. An intense training program over a short period of time.

2. An ongoing training program which provides not only continued skill development but a chance for sharing and problem solving.

Such programs can serve to extend the effectiveness of the professional guidance staff by allowing many people to be involved in providing assistance to students within a peer context. Student-to-student programs can be beneficial in establishing a school climate

> "I feel the capacity to care is the thing which gives life its deepest significance." - Pablo Casals

characterized by concern and caring for one another and finally, such programs also provide a career education, especially for participants who may be interested in entering one of the helping professions.

Student reports indicate a very positive outlook toward peer helper programs. Both students and helpers benefit from the shared learnings and a number of peer helpers have moved on to careers in the helping professions. Peer counseling programs can be carefully expanded to fit the needs of various age groups.

Counselor role as a consultant

The counselor as consultant assists the staff in creating a positive climate for growth and a commitment to professional goals. The consultant serves as a facilitator and resource person to teachers and administrators helping them to develop and to use the skills necessary to cope with school related problems. The focus is on the student as the ultimate recipient of the consultation.

Consultation with individual teachers involves establishing rapport and credibility in order that the teachers feel safe in requesting help from the counselor. The primary skill used in consulting is keeping the teacher involved in analyzing the concern and selecting alternative ways of dealing with it. The teacher learns

skills by handling concerns rather than referring them to the counselor.

The counselor-consultant can provide training in interpersonal relations and communication skills through inservice programs and by modeling empathetic teaching methods. Specific techniques for humanizing the classroom can be demonstrated, such as small group discussion skills, class meetings, role playing, reflective listening, I-messages, rearranging the room or restructuring the time.

The counselor-consultant can be a resource to staff members by suggesting materials for improving classroom climate and recruiting outside sources to demonstrate classroom techniques and to discuss theories of learning. She/he can assist the teacher in analyzing the dynamics of a class and in devising and evaluating procedures used to improve the learning climate of the class.

The counselor consults with parents by helping individual parents decide alternate ways of understanding and dealing with their children and by establishing communication training classes for parents.

An important role for the counselor is consulting and coordinating with all staff members who are involved with an individual student experiencing problems. Arranging a case conference with those involved to plan consistent methods of helping the student is often a valuable service.

The role of counselor as a consultant has been developing steadily and is presently emerging as a major emphasis in the counselor education programs and for counselor inservice training programs.

Counselor as part of Pupil Personnel Services

The school counselor plays a unique role in the educational setting, but this role is not accomplished in a vacuum. The school counselor, more and more, is becoming an integral member of a pupil personnel team. A collaborative process must take place among all members of the interdisciplinary team so they may share expertise and mutually work together to enhance the growth of students.

Mutual understanding and respect are key elements in the functioning of the pupil personnel team. The counselor, along with other team members, functions well when all members subscribe to a set of goals; when they need each other to achieve these goals; and when they feel some movement toward accomplishment of these goals. In many cases, it is the school counselor who assumes the responsibility for coordinating goals and facilitating the team in a positive manner.

Every individual on the pupil personnel team must, on many occasions, give up some professional ethnocentricity and be willing to pool talents in a systematic way making use of all the skills of each team member. This sharing, mutual trust and respect for the uniqueness, talents and skills of each discipline team member can only enrich the opportunity of the student to learn.

Guidance paraprofessional

To enable counselors to function more effectively and proficiently, routine, incidental and technical duties should be performed by the paraprofessional.

The use of paraprofessionals in guidance provides a means of developing greater effectiveness and better utilization of personnel within the guidance program.

With the appropriate education and training of carefully selected personnel, paraprofessionals **under careful supervision** could perform in the following areas:

1. As a clerical worker
   a. collect and maintain current guidance information and records with the exception of confidential matters.
   b. reproduce materials needed for the counselor in group and/or individual conferences.
   c. assist with student record keeping.
   d. assist students in completion of various forms and applications.
2. As a resource person
   a. assist with the establishment and continuation of con-

tacts with agencies and/or organizations in order to acquire information for the counselor, i.e., Chamber of Commerce, Employment Security Commission, etc.

b. catalog and file materials of an educational, occupational, avocational and personal nature.
c. disseminate factual information and materials to appropriate publics.
d. maintain personnel and information records.
e. procure supplies and prepare materials for counselor use.
f. perform routine collecting and analytical statistical operations.
g. operate audio-visual equipment.

3. As an assistant in the area of assessment, specifically testing
   a. distribute and collect test materials.
   b. assist in administering and monitoring group tests.
   c. prepare and organize answer sheets for machine scoring, hand scoring small quantities (not interpretation of test results.

The paraprofessional should possess a sensitivity to the needs of the young people and manifest an interest in working with children and youth. Knowledge of the role of the counselor and the total guidance program is a shared responsibility between the paraprofessional and the counselor. The counselor should assist in the selection of paraprofessionals and assume the responsibility of supervision of paraprofessionals.

District guidance supervision

A necessary foundation for the performance and role of the supervisor, and for the personnel with whom she/he works, is a written and adopted developmental K-12 guidance and counseling program. In order for districts to have a competent supervisor and counselors who function effectively, each district must have a guidance program with measurable goals, objectives, performance and evaluation criteria. This guidance program provides the necessary

framework for counselors and the supervisor to fulfill their roles and is required for effectively working with others within the system. The establishment, development, implementation and evaluation of a districtwide guidance program is the guidance supervisor's first priority.

Within the framework of a district guidance program, the role which the guidance supervisor performs can be divided into three general categories: 1) organization and direction, 2) supervision and evaluation, 3) support, service and representation. Each category includes several functions.

Organization and direction. Functions within this role include program planning and implementation; applying results of professional research to district programs; encouraging counselors to conduct research projects; consulting with principals, counselors and other personnel; preparing and supervising the budget; writing, procuring and directing grants and projects; developing inservice courses, classes and workshops to upgrade counselor skills and competencies.

Supervision and evaluation. Functions within this role include supervision of program implementation districtwide; development and evaluation of building and district counseling programs; recruitment and recommendations for the employment and dismissal of counselors; coordination of the placement of interns and practicum students; utilization of counselors' skills and talents where they will have the greatest impact on the program; observation and evaluation of technical competencies of counselors.

Support, service and representation. Functions within this role include representing the counselors and school district on district, community, state and other committees and groups; serving as the district resource person on counseling; disseminating information on professional organizations, conferences, current materials and equipment to personnel; working with other pupil personnel staff.

In order to perform effectively in this vast role, a ratio of no more than fifty counselors per supervisor is recommended.

Elementary counseling

Elementary guidance is by nature preventive, and the focus is developmental and designed for all students. The counselor's role is that of consultant and coordinator who brings all the significant adults together in a team approach to guidance services. The professional skills necessary to work with and share effective, humanistic methods with parents, teachers and administrators are a vital part of the elementary counselor's training. The counselor's leadership at this level can bring effective change for one child, a group of children or the curriculum and learning environment of the school.

Elementary counseling in Colorado varies from setting to setting, however, counselors should ideally be placed in schools of about 450 or more students and be an integral part of the regular staff. If a district must, because of financial priorities, give a counselor responsibilities to work with several schools, the goals and expectations of the guidance program must then, of necessity, be assessed. Priorities must be mutually agreed upon by the administration, staff and counselor to meet the objectives of effective education in that district. Parents also should be involved in any program for which the community is accountable.

Since the elementary guidance program is developmental, it is important that the counselor work with teachers in providing guidance activities in the classroom so that the guidance program is extended by the total staff. It is equally important that the counselor be the coordinator and consultant for all those significant adults connected with the elementary student.

Elementary guidance originated as a program which supports and undergirds learner objectives for ALL students. The focus has been on improving the child's self-concept and assisting in giving the child an opportunity to develop any potential which would provide for improving her/his self-value. It is understood that there are in a school, children-in-crisis, or for that matter, teachers-in-crisis who need the immediate attention of the specialist in the school who is trained and has time to handle such a crisis. Elementary counselors need to be available to assist. If counselors are used, however, to do ONLY that kind of counseling, the goals and ob-

jectives of the guidance program need to be re-examined. It would also suggest that the learning environment has need for serious assessment if the needs of a few dominate the needs of the majority.

Role

In general, the elementary counselor's special competencies and roles have been expanded from the 1969 ASCA role statement (counselor, consultant, coordinator) to seven major areas of responsibility:

1. Counseling with individual children, groups of children, and significant adults in the student's life is the core of the counselor's role. The focus will be determined by the needs of these groups and by the availability and the system of referral in each school setting.
2. Consultation with teachers and administrators complements the counselor's efforts in meeting the needs of students. The use of observation, objective and subjective information to assist in personalizing experiences for each child and to develop models for behavior changes should be used as tools in collaborating with significant adults.
3. Coordination of community and school services for team efforts to serve children is important. Awareness of the services and personnel available in these agencies and appropriate use of their specialities enhances the school guidance program.
4. Communication with all age levels is a skill which enables a counselor to use a child's language, whether it is nonverbal play media or the spoken word. Knowledge of language that facilitates positive interaction between a child and adult is needed for successful guidance of young children in the developmental growth process.
5. Integration of both didactic and affective components of the curriculum enables the counselor to affect the daily lives of children. Helping teachers develop skills and materials which they integrate into their classroom extends the guidance program beyond the counseling center.

6. Specialization in child growth and development enables the counselor to assist parents, as well as teachers, in looking objectively at the individual and unique growth patterns of each child.
7. Role modeling can be a valuable tool in helping the student grow. Coping skills can be developed through individual or group counseling sessions. This safe environment can provide a place to practice while the child learns the most effective behavior in coping with life.

Small school program considerations

Counseling in smaller schools is typically performed by one counselor, or in many cases, by a part-time counselor. Because the counselor works with the entire school community, it is imperative that the counselor have highly developed skills in communication, consultation and the helping relationship. It is essential that the counselor in the small school complete a graduate training program in counselor education and prepare for or possess a Colorado counselor certification.

The basic needs of students in small schools are the same needs as those of students in larger schools. Differences in the counseling programs arise through the prioritized services offered. The role a particular counselor develops is based upon student needs and specific counselor strengths and skills. Seeking assistance and support from school staff and the community is absolutely necessary and should be incorporated into the counseling programs. The counselor has the responsibility to serve as a resource and referral person for student needs that cannot receive the extensive attention needed within the counseling program. Close relationships need to be developed and maintained with other professional mental health workers in the region. Comprehensive support services for parents are required for an effective guidance program.

There can be a tendency in any school counseling program

to assign random and **non-counseling related tasks** to counseling personnel. An effective small school philosophy fully establishes counseling as a unique and special component of the total educational program. Maximum use should be made of the counselor's special training in communication and consulting skills. Because of the many and varied demands of the small school setting, it is essential that the counselor have adequate secretarial assistance.

A developmental guidance approach focuses on the needs of all children in the small school. It is unrealistic, however, not to include crisis counseling for those few students who need immediate help. The counselor may make the wisest use of her/his time by training teachers to provide guidance activities in classes. The counselor then becomes a consultant to the teachers, and teacher cooperation and assistance could mean the success of a developmental guidance program in a small school.

Year 'round school program modifications

Counselors in a year 'round school must strive to share as much information as possible in order to continue serving the needs of students. A lower counselor/student ratio is helpful in working more closely with students during the shorter contact period.

Inservice to assist teachers in developing communication skills is needed to help teachers get acquainted with students quickly because of the shortened study and reporting period. Students may change teachers and courses every eight or nine weeks.

A registrar is needed to handle cards, registration materials and record keeping. Ideally counselors are not given this responsibility. In a large school, computer usage in scheduling and grade recording is very helpful.

Counselors work with staff in consulting and advising, and close communication between teachers and counselors is necessary. The utilization of counselors in the year 'round school helps provide continuity to the educational process.

Program evaluation

Of singular importance to change and improvement in guidance and counseling services is the evaluation of desired outcomes. Since any program of worth operates in relationship to outcomes and results, the information gained through evaluation allows the counseling staff to determine more objectively the extent to which the guidance program is moving toward predetermined goals. The process of evaluation involves three key steps:

1. Defining the objectives of the program in measurable terms, i.e., student outcome statements.
2. Developing criteria or "yardsticks" which may be used to gauge the degree to which objectives are attained.
3. Taking measurements of program outcomes which may then be analyzed in terms of the criteria.

The information gained through the process of evaluation may be used for a number of specific purposes which are vital to the success of a guidance program:

1. To determine the extent to which the guidance program is meeting the needs of the principal consumers of the services: students, parents, teachers and administrators.
2. To determine the extent to which the guidance program is actually accomplishing its stated objectives.
3. To provide information concerning the extent to which students, parents and teachers are utilizing the services of the program.
4. To provide information for making changes and revisions in the program.
5. To provide "hard" data which can be used by the counseling staff in reporting to the school faculty and community the status and effectiveness of the school's guidance program.

In evaluating the guidance program, pre-planning, which includes the development of a master plan, gives direction to the evaluative process. The development of a master plan requires that the guidance staff look carefully at the total guidance pro-

gram in terms of its objectives and related activities. A master plan enables the guidance staff to be in a position to view each objective and individual activity in relationship to the total program.

The Self-Study

Perhaps one of the most logical ways to begin an evaluation is the completion of a self-study by the counseling staff. Through this procedure the counseling staff is able to take a comprehensive look at their program and what it is accomplishing. In order to gain objectivity in this process, it is usually recommended to obtain some type of evaluation guide which will provide a framework of external criteria. Self-study guides are available from a number of sources, including the U. S. Office of Education, the guidance consultant at the Colorado Department of Education, the American Personnel and Guidance Association, regional accreditation associations and a number of commercial publishers.* Most self study evaluation guides are published in the form of check lists which may easily be used by the guidance staff with a minimum outlay of time.

The Survey

The questionnaire is the most popular tool in survey research. The most typical uses of the questionnaire in guidance research are: (1) to obtain specific information about students, (2) to evaluate the extent of use and adequacy of existing services, and (3) to be apprised of the attitudes and opinions of pupils, parents and teachers toward various components of the school's guidance program.

"Fear is static that prevents me from hearing my intuition." - Hugh Prather

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When selecting the form of items in the questionnaire, the specific purposes of the survey, and the type of analysis to be made

*One model is included in this Handbook

of the data, must be kept in mind. In any event, if results are to be helpful, the selection of items must be done with great care and with the objectives of the guidance program in mind. It is recommended that qualified persons be asked to serve as judges in an effort to determine the face validity of the questionnaire which has been developed. Further, the questionnaire should be field-tested with a sample of respondents who are much like the population to be studied. The field test will identify those items which create confusion and which do not produce an identifiable response pattern. The feedback can then be used to refine the format and improve the utility of the instrument prior to administering the survey.

The questions in the survey instrument can be keyed to the objectives so that the items fall into response categories which may be logically handled in any write-up of the information gathered. Sample questionnaires are also available through the American Personnel and Guidance Association and the guidance consultant of the Colorado Department of Education. Using these sample materials as guides, a counseling staff can develop a questionnaire which will fit the particular needs without starting from scratch.

The Interview

Another major tool of the survey research is the interview. In some cases, the interview may actually become an extension of the questionnaire since interviewers frequently use a structured interview form as a guide to eliciting specific types of information. The interview offers distinctive advantages in cases where guidance staff wants to find out why respondents make particular kinds of responses. The interview is very time consuming, and it requires that a sampling procedure be used which involves only a small percentage of the total population. It is important that the interviewer be a skilled person trained in this area before attempting to carry out such a responsibility.

Experimental Design

One of the more critical problems plaguing guidance workers today is the need for validations of assumptions underlying methods and techniques employed in the day-to-day work with students; that is, the extent to which particular guidance experiences, activities/services really do seem to make a difference in the subsequent growth and development of students. One approach for

validating guidance procedures is the experimental method. This method requires that certain conditions be controlled or held constant in order that the effect of the experimental condition can be measured.

While good experimental studies can become quite complex, it is possible for counselors to carry out functional studies of an experimental nature if proper care and planning is exercised. In general, counselors would be well advised to use designs which are appropriate to their level of understanding and to seek out consultant help in developing the design.

Analysis of Office Records

One of the more useful procedures in obtaining evaluative data is the maintenance and summarization of office records on student use and traffic. This process is integrated into the regular office routine and thereby provides a valuable source of cumulative information, while at the same time requiring very little extra time for counselors. A brief office form can be designed to be filled out for, or by, each student who uses the guidance services. It does not need to be a complex nor involved form, but simply have places to record the student's name, the date, the reason for seeking services, the services rendered and the name of the counselor providing services. As an additional procedure, the student may be asked to evaluate briefly the assistance given on some type of rating scale or opinionnaire at the culmination of the service or activity.

Research Application

The final stages of evaluation, the interpretation and application of findings, is that part in the overall evaluation process which is too often overlooked. Research findings after they are compiled, must be shared with the faculty, administration and other consumers of the guidance program. The extent to which results have some bearing on specific aspects of the school's program is of key importance in putting research findings to work. It is also usually a good idea to prepare copies of the research summaries for distribution to the participants. In any event, the results should be used to improve the guidance program and where possible, gain a wider base of support for a school's guidance and counseling program through the sharing of information.

V.
Appendix

ASCA Code of Ethics

AMERICAN SCHOOL COUNSELOR ASSOCIATION
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Responsibilities of the school counselor stem from these basic premises and basic tenets in the counseling process.

Each person has the right to dignity as a human being:

- without regard to race, sex, religion, color, socio-economic status.
- without regard to the nature and results of behavior, beliefs and inherent characteristics.

Each person has the right to individual self-development.

Each person has the right to self-direction and responsibility for making decisions.

The school counselor, equipped with professional competency, an understanding of the behavioral sciences and philosophical orientation to school and community, performs a unique, distinctive and highly specialized service within the context of the education purpose and structure of the school system. Performance of this rests upon acquired techniques and informed judgment which is an integral part of counseling. Punitive action is not part of the counseling process. The school counselor shall use these skills in endeavoring constantly to insure that the counselee has the aforementioned rights and a reasonable amount of the counselor's time.

The ethical conduct of the school counselors will be consistent with the state regulations.

The school counselor may share information gained in the counseling process for essential consultation with those appropriate persons specifically concerned with the counselee. Confidential information may be released only with the consent of the individual except when required by court order.

I. **Principal responsibilities of the school counselor to PUPILS**

The school counselor

1. has a principal obligation and loyalty to respect each person as a unique individual and to encourage that which permits individual growth and development.
2. must not impose consciously her/his attitudes and values on the counselee though she/he is not obligated to keep her/his attitudes and values from being known.
3. should respect at all times the confidences of the counselee; should the counselee's condition be such as to endanger the health, welfare and/or safety of self or others, the counselor is expected to report this fact to an appropriate responsible person.
4. shall be knowledgeable about the strengths and limitations of tests; will share and interpret test information with the counselee in an accurate, objective and understandable manner to assist the counselee in self-evaluation.
5. shall assist the counselee in understanding the counseling process in order to insure that the persons counseled with will understand how information obtained in conferences with the counselor may be used.

II. **Principal responsibilities of the school counselor to PARENTS**

The school counselor

1. shall work with parents so as to enhance the development of the counselee.
2. shall treat information received from the parents of a counselee in a confidential manner.
3. shall share, communicate and interpret pertinent data, and the counselee's academic progress with these parents.
4. shall share information about the counselee only with those persons properly authorized to receive this information.

III. Principal responsibilities of the school counselor to FACULTY, ADMINISTRATION AND COLLEAGUES

The school counselor

1. shall use discretion, within legal limits and requirements of the state in releasing personal information about a counselee to maintain the confidences of the counselee.
2. shall contribute pertinent data to cumulative records and make it accessible to professional staff (except personal factors and problems which are highly confidential in nature).
3. shall cooperate with colleagues by making available as soon as possible, requested reports which are accurate, objective, meaningful and concise.
4. shall cooperate with other pupil personnel workers by sharing information and/or obtaining recommendations which would benefit the counselee.
5. may share confidential information when working with the same counselee, with the counselee's knowledge and permission.
6. must maintain confidentiality even though others may have the same knowledge.
7. shall maintain high professional integrity regarding fellow workers when assisting in problem areas related to actions, attitudes and competencies of faculty or colleagues.

IV. Principal responsibilities of the school counselor to SCHOOL AND COMMUNITY

The school counselor

1. shall support and protect the educational program against any infringement which indicates that it is not to the best interest of the counselee or program.
2. must assume responsibility in delineating her/his role and function, in developing educational procedure and program, and in assisting administration to assess accountability.

3. shall recommend to the administration any curricular changes necessary in meeting valid educational needs in the community.
4. shall work cooperatively with agencies, organizations and individuals in school and community which are interested in welfare of youth.
5. shall, with appropriate release, supply accurate information according to her/his professional judgment to community agencies, places of employment and institutions of higher learning.
6. should be knowledgeable on policies, laws, and regulations as they relate to the community, and use educational facilities accordingly.
7. shall maintain open communication lines in all areas pertinent to the best interest of counselees.
8. shall not accept remuneration beyond contractual salary for counseling any pupil within the school district. The counselor shall not promote or direct counselees into counseling or educational programs which would result in remuneration to the counselor.
9. shall delineate in advance her/his responsibilities in case of any confrontation and have an agreement which is supported by the administration and the bargaining agency.

V. **Principal responsibilities of the school counselor to SELF**

The school counselor

1. should continue to grow professionally by
   a. attending professional meetings
   b. actively participating in professional organizations
   c. being involved in research
   d. keeping abreast of changes and new trends in the profession and showing a willingness to accept those which have proved to be effective.
2. should be aware of and function within the boundaries of his professional competency.
3. should see that her/his role is defined in mutual agreement among the employer, students to be served, and

the counselor. Furthermore, this role should be continuously clarified to students, staff, parents and community.

VI. Principal responsibilities of the school counselor to the PROFESSION

The school counselor

1. should be cognizant of the developments in her/his profession and be an active contributing participant in her/his professional association – local, state and national.
2. shall conduct herself/himself in a responsible manner and participate in developing policies concerning guidance.
3. should do research which will contribute to professional and personal growth as well as determine professional effectiveness.
4. shall under no circumstances undertake any group encounter or sensitivity session, unless she/he has sufficient professional training.
5. shall, in addition to being aware of unprofessional practices, also be accountable for taking appropriate action to eliminate these practices.

Adopted by the ASCA Governing Board in October 1972.

ASCA Position Statement for guidance and counseling programs

(A position statement approved by ASCA governing board, November, 1974.)

Introduction

This position of the American School Counselor Association describes the elements of a comprehensive and developmental guidance and counseling program and the criteria upon which the quantity and responsibilities of qualified, differentiated staff members is based. The ASCA statements of counseling role and function for the elementary, middle/junior high, secondary and post secondary settings are an integral part of the design and implementation of guidance and counseling programs.

Philosophy

"Who am I?" "Who can I become as a person?" and "How can I best contribute to society?" are questions which guidance and counseling programs help all individuals to answer. In their design and operation, through the curriculum and through specialized approaches, guidance and counseling programs exist to improve the learning environment by involving students, staff, parents, community and others who influence the learning and development of the persons served by the program.

Through individual and group contacts over a period of time the counselor has a major role in helping all persons develop more adequate and realistic concepts of themselves, become aware of educational and occupational opportunities and to integrate their understanding of self and opportunities in making informed decisions.

Program Goals

A guidance and counseling program provides for direct involvement of and service to students, staff and community in order to

assist persons in developing the following goals:

1. Better understanding and acceptance of themselves; their strengths and limitations; aptitudes, needs, values, interests and worth as unique individuals.
2. Interpersonal relationships on the basis of mutual respect.
3. Problem-solving and decision-making skills.
4. Accepting increased responsibility for their educational, occupational and avocational development.

Standards

These standards are set forth in a manner which allows local school districts, institutions, agencies and others to design and implement guidance and counseling programs consistent with the unique needs found within each setting.

Program:

1. There is a written statement of objectives developed as a counselor responsibility, and with the involvement of appropriate others, specifying the overall guidance and counseling program as it involves and relates to the needs of the person in the school, institution, agency and community.
2. The basic program of guidance and counseling involves the process of consulting and coordinating services. The program is comprehensive and developmental and is implemented through the curriculum and through specialized approaches. Orientation, information, appraisal, placement, follow-up, follow-through, referral and research activities are included in the program.
3. There is evidence that all persons throughout the school, institution, agency and community have continuous opportunity to participate in the guidance and counseling program.
4. There is evidence that the guidance and counseling program is systematically planned, implemented and evaluated.
5. The guidance and counseling program is continued on an extended basis during periods when classes are not in session.
6. The guidance and counseling program is community oriented, serving not only students enrolled but also preschoolers, drop-outs, graduates and other community citizens.
7. Counselor taught or initiated mini-courses in decision making,

value clarification, study skills, and/or similar units are offered.

8. The program serves three to five year old children and their parents where elementary school settings exist.
9. The guidance and counseling program provides other innovative service(s) or activities which are designed to meet unique needs of persons.

Staff:

The American School Counselor Association has, in the past, given considerable thought and attention to the value of specified counselor-pupil ratios which are necessary to achieve the basic objectives of guidance and counseling programs. The absence of specified ratios in these standards should not be interpreted to mean that ratios cannot still serve as useful guides nor that they should not be maintained. ASCA holds the position that appropriate staff shall be employed to implement a guidance and counseling program designed to meet the needs of the persons to be involved in the program.

1. The guidance and counseling staff is qualified and appropriately certified/licensed according to state agency standards.
2. The guidance and counseling staff is responsible for the design, implementation and evaluation of the services and activities prescribed in the program.
3. Professional, secretarial and/or paraprofessional staff are adequate in numbers to meet the objectives of the program.
4. Provision is made for staff to attend and/or participate in intra- and inter-professional meetings and activities within and outside the state.

Facilities:

Appropriate and meaningful guidance and counseling activities with individuals and groups takes place in a wide variety of settings, the specific environment often being determined by circumstances. There are, however, continuing student program and staff needs in which privacy and confidentiality of conversation and records require specific counseling facilities.

1. Each counselor is provided with pleasant, private quarters conducive to conferences of a confidential nature and adequate in size to accommodate three to five persons.
2. The counseling facilities are located in an area readily accessible to students and others.
3. Each counselor's quarters is equipped with adequate telephone service.
4. A conveniently located area adequate for group guidance and counseling activities is available.
5. Adequate provision is made for the storage or display of all records and materials used by the counselor(s) in carrying out the guidance and counseling program.
6. Career resource center(s) are established and appropriately staffed to facilitate use of career awareness, exploration, planning, preparation and progression materials, equipment and supplies.

Materials and Equipment:

There is adequate budget for purchasing, maintaining and developing the materials and equipment necessary to achieve the objectives of the guidance and counseling program.

Counselor self-assessment instrument

This instrument is intended primarily for use as a self-assessment tool by counselors in conjunction with the submission of growth plans for recertification. Counselors may also wish to use this instrument to obtain valuable feedback from staff, students and parents. It may also be used as an evaluative instrument by counselor supervisors. It is divided into two parts: an assessment of Counselor Qualities and an assessment of Counselor Skills. The assessment rating scale is:

Qualities	Skills
1--Seldom	1--Seldom effective
2--Sometimes	2--Sometimes effective
3--Often	3--Often effective
4--Usually	4--Usually effective

Note that absolutes have been avoided in the ratings thus leaving room for human fallibility and exceptions when choosing either 1 or 4. When rating Counselor Skills an additional rating may be circled--N--indicating that for a given counselor's assignment for specific situation a particular skill is either not applicable or never observed. The N rating should never be used in rating Counselor Qualities and when used in rating Counselor Skills should be accompanied by an explanation on the reverse side of the sheet. If other critical professional skills are identified which are not included in the Counselor Assessment Tool, please describe those not included in the Counselor Assessment Tool, together with an explanation and assessment.

PROFESSIONAL SKILLS

RATING
1. Seldom Effective
2. Sometimes Effective
3. Often effective
4. Usually effective

1 2 3 4 N

_____ **Counseling**
_____ 1. with individuals
_____ 2. with groups

Helping–individuals to
_____ 1. express feelings
_____ 2. solve problems
_____ 3. set goals
_____ 4. take action
_____ 5. understand self

Serving--as a resource to

_____ 1. effect curriculum development
_____ 2. promote communication and cooperation
_____ 3. foster individual growth and development
_____ 4. provide information

Coordinating–Educational Planning Services for

_____ 1. orientation
_____ 2. movement from grade to grade
_____ 3. course selection
_____ 4. career planning
_____ 5. collection and distribution of information

Assisting–with evaluation and identification of guidance needs by

_____ 1. organizing, administering and selecting of tests and other measurements
_____ 2. providing usable interpretation of data from tests and other measurements
_____ 3. participating in follow-up studies
_____ 4. collecting and using data describing community characteristics
_____ 5. collecting and using data describing student needs

Developing and maintaining guidance and counseling consistent with or appropriate to local needs by

_____ 1. establishing priorities according to needs
_____ 2. using time effectively
_____ 3. organizing resources and materials and making them available for student and staff benefit
_____ 4. evaluating the effectiveness of the program

Knowing and using special services available in the school system and in the community for

_____ 1. referral
_____ 2. resources

PROFESSIONAL QUALITIES AND AWARENESS

QUALITIES

RATING: 1–Seldom 2–Sometimes 3–Often 4–Usually

1 2 3 4

- – – – – 1. **Openness**–treats people with fairness and equality.
- – – – – 2. **Attentiveness**–listens carefully to what the person is saying.
- – – – – 3. **Empathy**–shows understanding for the person's feelings and needs.
- – – – – 4. **Acceptance**–sees people and things as they are.
- – – – – 5. **Self-Awareness**–knows what he/she can and cannot do and the effect his or her actions have on others.
- – – – – 6. **Credibility**–is believable; is not a phony.
- – – – – 7. **Reliability**–does what he or she says he or she will do;
- – – – – 8. **Trustworthiness**–maintains confidence; can keep a secret.
- – – – – 9. **Tolerance**–accepts differences in others.
- – – – – 10. **Flexibility**–responds in a constructive manner to change and accepts new ideas.
- – – – – 11. **Cooperation**–recognizes the abilities of others, and shares responsibility, information and working effectively with others.
- – – – – 12. **Initiative**–recognizes needs and follows up with constructive action.
- – – – – 13. **Creativity**–develops and generates a variety of possible alternatives from which students, school personnel and others may choose.
- – – – – 14. **Commitment**–is involved personally and/or professionally; is active and enthusiastic.
- – – – – 15. **Ethics**–Recognizes and protects the rights of others.

AWARENESS

- – – – – 1. Perceives needs for improvement.
- – – – – 2. Seeks knowledge of current research, innovations and trends in guidance and counseling.
- – – – – 3. Develops and implements a plan to improve.

Certification/recertification

Certification and recertification for counselors has a long, interesting history in Colorado. The most recent change was effected in 1977 when the Colorado General Assembly enacted legislation which provided that two years of "recent comparable work experience" can be an alternative to teaching experience. The review of certification standards is an ongoing process. Counselor standards are scheduled for review during the 1978-1979 school year; comments and suggestions regarding the standards are invited. Comments, suggestions and questions regarding counselor certification and recertification should be addressed to:

Colorado Department of Education
Teacher Education and Certification Unit
201 E. Colfax Avenue
Denver, CO 80203

STANDARDS FOR CERTIFICATION AS ADOPTED BY THE COLORADO STATE BOARD OF EDUCATION, MAY 4, 1978

2260-R-8.0 GRADUATE ENDORSEMENTS. The following shall serve as standards for endorsements requiring completion of approved graduate programs on Types A, B, D, or E Cetificates, as appropriate.

8.01 COUNSELOR: To be endorsed Counselor, an applicant shall have completed the following requirements:

8.01 (1) Hold a master's or higher degree from an accepted institution of higher education and have completed an approved graduate counselor program.

8.01 (2) Have successfully passed a formal screening process that considers the applicant's personal qualities to develop effective relationships with youth, parents, school personnel, and communities; personal integrity; openness and awareness; congruency; flexibility; ethical behavior; and motivation for self improvement.

8.01 (3) Have an understanding of the individual, including the dynamics of human behavior, with an emphasis on child and adolescent development.

8.0l (4) Have an understanding of the philosophy, organization, and professional activities and ethics related to the practices of counseling.

8.01 (5) Have an understanding of educational philosophies, school curricula, and the teaching-learning process.

8.01 (6) Have an awareness of and sensitivity to societal forces and changes with particular reference to women, economics, ethnic, and minority groups.

8.01 (7) Have a working knowledge of law as it pertains to the rights of people.

8.01 (8) Have developed the following knowledge and skills:

8.01 (8) (a) Counseling both individual and groups.

8.01 (8) (b) Planning and decision-making skills related to personal, social, educational, and career opportunities.

8.01 (8) (c) Designing, administering, and evaluating a counseling program reflecting the needs of the community served.

8.01 (8) (d) Performing, interpreting, and using educational research, including follow-up skills.

8.01 (8) (e) Supervising the use of records.

8.01 (8) (f) Evaluating skills relative to self assessment for professional growth planning.

8.01 (8) (g) Recognizing organizational structures and effecting positive changes in consultation with parents and school personnel.

8.01 (8) (h) Assessing and identifying learning and developmental problems.

8.01 (9) Have completed a supervised practicum or internship in an elementary and/or secondary school at the appropriate grade level(s) for endorsement (elementary, secondary, or K-12).

8.01(10) Have completed two years of teaching experience or recent comparable work experience.

8.01 (10) (a) Teaching experience shall mean successful full-time or equivalent experience in the instruction, administration, direction or supervision of instructional programs in accredited and/or established non-accredited schools recognized by the school district in which they are located as having comparable programs and providing instruction that meets the requirements of Section 22-33-104 (1) (b), CRS 1973.

8.01 (10) (b) Teaching experience shall be verified by the applicant's previous supervisor(s).

8.01 (10) (c) Comparable work experience shall mean two years of successful, full-time or equivalent experience in a professional work setting employing counseling skills as a major work assignment.

8.01 (10) (d) Comparable work experience shall have been completed within the five-year period preceding the date of application for the certificate and/or endorsement.

8.01 (10) (e) Comparable work experience employing counseling skills shall be verified by the applicant's previous supervisor(s) on forms supplied by the Colorado Department of Education.

8.01 (11) Applicants who hold or are eligible for the Type A or B Certificate and who meet requirements 8.01 (1) through 8.01 (10) (e) may have such certificate endorsed "Counselor."

8.01 (12) Applicants who do not hold and who are not eligible for the Type A or B Certificate but who meet the requirements of 8.01 (1) through 8.01 (10) (e) and 2.05 (4) of these **Rules** may be issued a Type E Certicate endorsed "Counselor."

Colorado counselor education programs

Eight Colorado higher education institutions provide approved programs in counseling and guidance leading to certification by The Colorado Department of Education. Contact the director of the counseling and guidance program at each institution for further information.

Adams State College
Alamosa, CO 81102

Colorado State University
Fort Collins, CO 80523

University of Colorado
Boulder, CO 80309

University of Colorado at Colorado Springs
Cragmoor Road
Colorado Springs, CO 80909

University of Colorado at Denver
1100 14th St.
Denver, CO 80202

University of Denver
2199 S. University Blvd.
Denver, CO 80208

University of Northern Colorado
Greeley, CO 80639

Western State College
Gunnison, CO 81230

Guidelines for student records

It is important that each school develop a written procedure concerning the making, the keeping, and the conservation of student records. The local requirements concerning records can be obtained from the State Archivist.

Two important laws to follow are the Colorado Open Records Law and the Family Educational Rights and Privacy Act passed by Congress in 1974. This law in part requires that:

- Educational institutions must give parents of students access to education records directly related to the students.
- Parents have the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading or otherwise inappropriate. This does not include the right to challenge grades given a student.
- Educational institutions must obtain written consent from parents before releasing personal information about students.
- Parents must be notified of these rights (at least annually).
- The privacy rights transfer from parents to students when they are 18 or enroll in an institution of post-secondary education.

A quick review of the questions and answers regarding the Open Records Laws can be found on pages 13-18 of the handbook published by the Colorado Department of Education and sent to all counselors and all schools in 1976: **Legal Aspects of Guidance and Counseling in Colorado.**

Records can be separated into permanent records and working records.

PERMANENT RECORDS

Permanent records consist of student records that are essential to be retained for historical purposes.

1. Name and address and phone number of school keeping the records.
2. Legal name of student (natural or adoptive name).
3. Any other name by which the student is known.
4. Sex.
5. Date and place of birth.
6. Name of male parent.
7. Name of female parent.
8. Date of entrance to school and identification of grade level or year in school at that time.
9. Name of school previously attended, city and state.
10. Date of graduation, completion or withdrawal, as applicable
11. Name of courses taken, mark or grade for the course, number of units/credits.
12. All standardized group achievement or ability tests, the scores and dates the tests were given.
13. Space for recording date and name of agency requesting transcripts.

Permanent records must be designed so that readable transcripts may be reproduced as requested. The Colorado Council on High School-College Relations has developed criteria for a desirable transcript. It is suggested that each transcript sent be accompanied by a description sheet containing explanations of:

1. unusual courses and programs
2. grading system
3. computation of grade point average and rank in class
4. school size and setting
5. any unusual aspect of the transcript or the school

WORKING RECORDS

Working records consist of information that would be useful while the student is in school, but not necessary to be retained on permanent basis. It is suggested that records should be kept two years

after the student leaves the school or beyond if local district policy dictates. Working records may include:

1. Parent or guardian information, if differing from natural parents.
2. Health history (possibly personal data sheet).
   a. Any health information which might be restrictive to a student's activities in school.
   b. Other pertinent information about health, including emergency procedures.
3. Report of accidents connected with school, including a follow-up.
4. Special Education placement, program and evaluation information.
5. Attendance record.
6. Record of any disciplinary action including the names of people involved and correspondence relating to incident.
7. Correspondence concerning the student.
8. Permission to release records.
9. Racial/ethnic group.
10. Evidence used to verify date of birth.
11. Address of student.
12. Telephone number.
13. Others at option of local district.

COUNSELOR RECORDS

Notes and other information to which no one has access except the counselor are considered to be counselor records. These are not considered open records unless they are shown or available to another person. When they are shown they become working records and must be available to the student or parent.

RECOMMENDATIONS

1. Develop a plan or a guide to care for permanent and cumulative records, including Special Education records. Such a plan includes where the records are kept, who has access to them, what copies will be made, and how long these records will be kept.
2. Document decisions made about a child and her/his schooling.

3. Review current records once a year, including Special Education, to be sure they contain pertinent information, discarding unnecessary material.
4. Call upon the State Archives for assistance in setting up a system of administering records.
5. Keep current with new interpretations of the Family Educational Rights and Privacy Act.

Resources for counselors

In an attempt to develop a Resource section of this handbook, it becomes impossible to include all materials and not be obsolete the day after printing due to new materials being published daily. The information listed below should be used as a guide to enhance your abilities to move on and find additional materials.

Most of the agencies and organizations listed and all of the publishers have catalogs or other lists of materials available. The journals of the organizations, especially APGA, include reviews and advertisements of materials currently being produced. Membership includes being on the mailing list for many professional materials. Counselors should be on the mailing lists of the U. S. Department of Labor and the U. S. Government Printing Office.

Colorado Boards of Cooperative Services may be able to provide guidance and counseling materials and services on request. Contact the Board of Cooperative services in your area.

Government Agencies and Non-Profit Organizations

Agency for Instructional TV (AIT)
Box A
Bloomington, Indiana 47401

American College Testing Program (ACT)
2201 N. Dodge St.
P. O. Box 168
Iowa City, Iowa 52240

American Personnel and Guidance Association (APGA)
1607 Hampshire Avenue, N. W.
Washington, D. C. 20009

American Psychological Association (APA)
1200 17th Street, N. W.
Washington, D. C. 20036

American School Counselors Association (ASCA)
1607 Hampshire Avenue, N. W.
Washington, D. C. 20009

American Vocational Association, Guidance Division (AVA)
1510 H. Street, N. W.
Washington, D. C. 20005

B'nai B'rith International
1640 Rhode Island Avenue, N. W.
Washington, D. C. 20036

Colorado Department of Education, Guidance Consultant
201 E. Colfax Avenue
Denver, CO 80203

Colorado Education Association
5500 S. Syracuse Street
Englewood, CO 80110

College Board Publications
Box 2815
Princeton, N. J. 08540

Colorado Personnel & Guidance Assn. (CPGA)
680 Yale Road
Boulder, CO 80303

Colorado School Counselors Assn. (CSCA)
3825 Montebello Drive
Colorado Springs, CO 80918

Education Commission of the States
1860 Lincoln
Room 700, Lincoln Tower Building
Denver, CO 80203

General Assistance Center
Weber State College
3750 Harrison Blvd.
Ogden, Utah 84408

National Association of College Admissions Counselors (NACAC)
9933 Lawler Avenue
Skokie, Ill. 60076

National Education Association
1201 16th Street, N. W.
Washington, D. C. 20036

State Board for Community Colleges and Occupational Education
Guidance Supervisor, Mobile Van
207 State Services Building
Denver, CO 80203

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

U. S. Army, Navy, Marines, Air Force and Coast Guard
The Pentagon, Publications Department
Washington, D. C. 20310

U. S. Department of Labor
Bureau of Labor Statistics
911 Walnut Street
Kansas City, MO 64106

U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Counselor Subscription Services

These are ongoing guides to material and/or current research literature and information which come to subscribers on a monthly basis.

A comprehensive service is offered by:

Careers, Inc.
P. O. Box 135
1211 10th St., S. W.
Largo, Florida 33540

Chronicle Guidance Publications
Moravia, N. Y. 13118

Science Research Associates (SRA)
259 East Erie Street
Chicago, Ill. 60611

Specialized services are offered by:

B'nai B'rith
1640 Rhode Island Ave., N. W.
Washington, D. C. 20036

ERIC/CAPS Capsule
2108 School of Ed Bldg.
University of Michigan
Ann Arbor, MI 48109

Love Publishing Company
6635 E. Villanova Place
Denver, CO 80222

Parker Publishing Company
Route 59-A at Brookhill Drive
West Nyack, N. Y. 10904

ERIC clearing houses include:

Career Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Counseling and Personnel Services
University of Michigan
School of Ed Bldg., Room 2108
Ann Arbor, MI 48109

Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Rural Education and Small Schools
New Mexico University
Box 3 AP
Las Cruces, NM 88003

Social Studies/Social Science Educ.
855 Broadway
Boulder, CO 80302

The BOCS of each area of the state of Colorado has materials for counselors.

Publishers - Key: A - Audio-Visual materials
M - Materials - books, pamphlets, etc.
P - Professional growth material
T - Test publisher
X - Newsletters

American College Testing Program (ACT) - M, P, T, X
2201 N. Dodge St.
P. O. Box 168
Iowa City, Iowa 52240

American Guidance Service, Inc. - A, T
Publishers' Building
Circle Pines, Minnesota 55014

American Personnel and Guidance Association - A, M, P, X
1607 Hampshire Avenue, N. W.
Washington, D. C 20009

Arco Publishing Company, Inc. - M, P
219 Park Avenue, South
New York, N. Y. 10003

Argus Communications - A, P
7440 North Natchez Avenue
Niles, Illinois 60648

Barron's Educational Series, Inc. - M
113 Crossways Park Drive
Woodbury, New York 11797

Career Education Resource Center - M
3647 S. Santa Fe Drive
Englewood, CO 80110

Center for Humanities, Inc. - A
Two Holland Avenue
White Plains, N. Y. 10603

Chronicle Guidance Publications - M, P
Moravia, N. Y. 13118

College Board Publications - T, P, M, X
Box 2815
Princeton, N. J. 08540

Colorado Department of Education, Guidance Consultant - P
201 E. Colfax Avenue
Denver, CO 80203

Colorado Health Careers Council - M
1601 E. 19th Avenue
Denver, CO 80218

Consulting Psychologist Press - T
577 College Avenue
Palo Alto, CA 94306

Educator's Guide to Free Guidance Materials - M
Educators Progess Services, Inc.
Randolph, Wisconsin 1974

Encyclopedia of Careers and Vocational Guidance - M
Double Day & Co., Inc.
6 N. Michigan Avenue
Chicago, Ill 60602

Guidance Associates - A
757 3rd Avenue
New York, N. Y. 10017

Harcourt Brace Jovanovich, Inc. - T, M, P
Test Department
757 Third Avenue
New York, N. Y. 10017

Harper and Row Publishing Company - M, P
10 E. 53rd Street
New York, N. Y. 10022

Houghton Mifflin Co. - T, M, P
1900 So. Batavia Avenue
Geneva, Ill 60134

Lovejoy's Guides - M
Simon & Schuster, Inc.
630 5th Avenue
New York, N. Y. 10020

McGraw Hill - T, M, P
Del Monte Research Park
Monterey, CA 93940

McKnight Publishing Company - M
Box 2854
Bloomington, ILL 61701

National Home Study Council - M
"Directory of Accredited Home Study Schools"
1601 18th St., N. W.
Washington, D. C. 20009

Pennant Educational Materials - A, M, P
8265 Commercial St., Suite 14B
La Mesa, CA 92041

Psychological Corporation - M, T, P
304 East 45th Street
New York, N. Y. 10017

Scholarships, Fellowships and Loans - M
Bellman Publishing Company
P. O. Box 164
Arlington, MA 02174

Science Research Associates, Inc. - M, P, T
259 E. Erie Street
Chicago, ILL 60611

Simon & Schuster, Inc. - M
Reference, Technical and Review Book Division
1 West 39th Street
New York, N. Y. 10018

Supt. of Documents - M, P, X
U. S. Government Printing Office
Washington, D. C. 20402

U. S. Army, Navy, Marines, Air Force and Coast Guard - T, M, P, X
The Pentagon, Publications Department
Washington, D. C. 20310

U. S. Department of Labor - M, P, X
Bureau of Labor Statistics
911 Walnut St.
Kansas City, MO 64106

U. S. Office of Education - M, P, X
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Vocational Education Center - T, M
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Vocational Guidance Manuals - M
620 South Fifth Street
Louisville, Kentucky 40202

Western Psychological Services - M. T
12031 Wilshire Blvd.
Los Angeles, CA 90025

William C. Brown Publishing Company - M
2460 Kerper Blvd.
Dubuque, Iowa 52001

Yellow Pages Career Library - M
Murphy, Levy, Wurman Publishers
M. I. T. Press
28 Carleton Street
Cambridge, MA 02142

Summary

No doubt some resources and/or sources that individual counselors might use have been omitted. Such oversights may cause people difficulty if some of their favorite materials or resources have been omitted and apologies are extended for anything that has been overlooked. The above list of resources are intended to be used as initial point of departure rather than as a comprehensive guide to the materials available.

In establishing a basic resource collection, a suggestion would be to:

1. Order price lists from the Superintendent of Documents for:
   No. 31 Education
   No. 33 Labor
2. Get on the mailing list for ACT and College Board.
3. Keep publications from C. D. E.
4. Order the Handbook for Colorado Collegiate Institutions for counselor, student and parent use.
5. Obtain current Occupational Outlook Handbook - from Superintendent of Documents.
6. Join APGA and utilize resource bibliographies and mailing lists.
7. Subscribe to a general service - Careers, Chronicle, or SRA.
8. Utilize catalogs of publishers. Visit other counseling offices and exchange preferences about materials.

Boards of Cooperative Services

Arkansas Valley BOCES
P. O. Box 1128
La Junta, CO 81050

East Central BOCES
P. O. Box H
Limon, CO 80828

Gunnison Valley BOCES
P. O. Box 246
Olathe, CO 81425

Larimer County BOCS
P. O. Box 2397
Fort Collins, CO 80522

Mountain BOCS
115 W. 10th
Leadville, CO 80461

Northeast BOCES
Haxtun, CO 80731

Northern Colorado BOCES
830 S. Lincoln
Longmont, CO 80501

Northwest BOCS
P. O. Box YY
Steamboat Springs, CO 80477

Pikes Peak BOCS
P. O. Box 5338
Colorado Springs, CO 80931

San Juan BOCS
Miller Student Center
Fort Lewis College
Durango, CO 81301

San Luis Valley BOCS
22nd and San Juan
Alamosa, CO 81101

South Central BOCS
900 W. Orman, USC Orman Campus
Pueblo, CO 81004

South Platte Valley BOCS
317 Ensign St.
Fort Morgan, CO 80701

Southeast Metropolitan BOCS
3647 S. Santa Fe Dr.
Englewood, CO 80110

Southeastern BOCES
P. O. Box 1137
Lamar, CO 81052

Southwest BOCS
121 E. 1st
Cortez, CO 81321

Weld BOCES
P. O. Box 578
La Salle, CO 80645

Please address all suggestions, comments and questions concerning this handbook to:

Dr. Jerry Terrill, Consultant, Guidance and Counseling
201 E. Colfax
Denver, Colorado 80203

"The end is nothing; the road is all."

Willa Cather